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Approved For Release 2001/03/02 : CIA-RDP78-04718A001800220011-8

Document No. 6  
No Change in Class.   
 Declassified  
Class. Changed to: TS S (C)  
Next Review Date: 1988  
Auth.: HR 70-3  
Date: 29 Dec 78 By: 016

(5)

JAN 27 1955

MEMORANDUM FOR: Mr. [REDACTED]

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SUBJECT : Meeting of the DD/A and Personnel Training  
Liaison Officers - 25 January 1955

1. On 25 January 1955 I substituted for you at the meeting  
of the DD/A and Personnel Training Liaison Officers.

2. The first item of business was a presentation by Mr. [REDACTED]  
25X1A9a [REDACTED] of a number of significant facts concerning the  
Junior Career Development Program. These facts are listed in  
somewhat random order below.

a. There were eleven candidates from the DD/A organization,  
two from the DD/P and two from DD/I.

b. Each of these fifteen candidates was given the EOD  
battery of tests. Each was then interviewed by a working  
committee (apparently composed of Mr. [REDACTED] of the Office  
of Training and Messrs. [REDACTED] of the  
Office of Personnel). 25X1A9a 25X1A9a

c. As a result of the interviews and the tests, seven  
men were dropped. The remaining eight men were given a special  
assessment by the ~~Ass~~ Staff of the Office of Training.

d. Of the eight men assessed only four were considered  
for further processing.

e. Of the four considered for further processing, two  
were recommended by the working committee and the other two  
were considered as "also possible."

f. The four who had survived at this point were interviewed  
by the Director of Training and the Assistant Director for Personnel.  
At this point, two of them were finally selected.

g. Of the original fifteen candidates, six of them had  
test scores which placed them in the bottom quarter of Agency  
personnel. Two more were in the lower one-third of Agency  
personnel.

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h. Of the original fifteen, more than one-half had been asked to apply for this program and had no real interest in the program (information elicited during interviews).

i. Two of these who applied stated that they did so because they were unhappy in their jobs. Another person states that he was unhappy because he had not been placed by the Agency in his chosen field of specialization and had been unable to break away from the type of assignment which the Agency had given him.

j. Only three of the candidates contacted the Office of Training for information and asked for personal interviews to find out about the program.

k. In nearly every case, the individual career development plans which these applicants submitted with their applications were considered to be poor (unrealistic, flighty, or generally giving evidence of little thought). Mr. [redacted] found from conversations with the applicants that either they had received little advice from their supervisors in preparing these plans or they had not sought or heeded such advice.

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l. It was the consensus of the working committee that most of the applications lacked any real interest and failed to give evidence (by their efforts) of such interest as they might protest. It was clear that supervisors had not generated such interest in these employees and further that they had not assisted them. The Director of Training and the Assistant Director for Personnel are both concerned by the fact that, as evidenced by statements and comments, the career boards involved did not evidence too much interest and did not screen applications too carefully. Their endorsements of applications were, to say the least, neither inspiring nor enthusiastic.

m. Personnel concerned in the selection process were somewhat disturbed that seven applications from one office had almost identical (word for word) endorsements placed on them by the office head.

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m. Mr. [redacted] indicated that they have recently received a few "good" applications for the second quarter of this program. Also, there is evidence that supervisors are becoming more interested in the program and have more understanding of it.

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¶. We pressed Mr. [REDACTED] for information concerning the actual criteria that were applied during the selection process. I believe that we were signally unsuccessful. Mr. [REDACTED] said, in fact, that the primary criterion was evidence that the individual was smart, had "brains," and appeared to be more intelligent than most of the people in the Agency. He said that another powerful criterion was "executive potentials" but was unable to define exactly what this meant. He turned to [REDACTED] for a definition. [REDACTED]

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added that he could not define it until he had identified it and measured it. He gave as a working definition the fact that an "executive potential" is a man [REDACTED] like Dr. [REDACTED]

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[REDACTED] foresees the individual as being, sometime in the future, in one of the top ten percent of the executive positions in the Agency. When asked to be more specific, they were unable. These apparently are the criteria which were used in the selection. One can readily say that, for the first, test scores are all important (administered by OTR) and, for the second, that assessment is equally important (administered by OTR). Other criteria of a less judgmental nature apparently are absent.

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¶. With respect to remedial action, which might be taken by office heads and Career Boards, Mr. [REDACTED] reported that those engaged in the selection had prepared a two-page summary of each case (only the eight persons assessed). The first page contains biographical information (e.g., education, experience, and training). The second page is a summary of the assessment, the records of interviews, the comments of the office heads and the head of the Career Service, and similar information. These two-page summaries of each candidate were presented to the Assistant Director for Personnel to be used as he sees fit. This means that the Assistant Director for Personnel may present them to the other Career Boards or office heads involved. We were not told, however, of any specific plans by the Assistant Director for Personnel with respect to the use of these summaries.

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¶. Item 1 on the Formal Agenda (attached)

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Mr. [REDACTED] submitted a lot of information about the distribution of the catalogue of courses. It was a recapitulation of information with which you are already familiar. At this time, Mr. [REDACTED] added the course schedule charts (attached to this memorandum).

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¶. Mr. [REDACTED] handed out the attached draft of an unnumbered notice, subject: Catalogue of Courses TR CC 101-1. He proposed that the Deputy Director (Administration) issue this notice to all of his components. The Training Liaison Officers present agreed that it should be issued and that the information in it should be disseminated widely. I indicated that the Deputy Director (Administration) does not issue formal notices of this type, and proposed instead that the contents of the proposed notice be incorporated in a memorandum from the DD/A to the heads of each of his offices and staffs with a request

(attached)

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that they give this information very wide dissemination among the supervisors of the offices and staffs. This appeared to satisfy all present.

8. The group discussed whether or not the OTR should, itself, accomplish the direct distribution of changes to the course catalogue. It was agreed that it would be more desirable for the Office of Training to submit the changes to the Training Liaison Officers who would in turn accomplish the most appropriate distribution.

6. Item 2 on the Agenda

The number of individuals who have received language proficiency tests was reported by the Office of Training. They are encouraging more employees to take advantage of this service on an individual basis. I was questioned as to Colonel White's policy with respect to approving and disapproving requests for language training which originated within the DD/A components. In answer, I reported Colonel White's recent statements with respect to the importance of training but indicated that he has, to my knowledge, no written policy with respect to language training. I suggested that, in the absence of further information concerning the DD/A-wide training requirements, the various staffs and offices submit requests for language training on an individual basis and with the justifications that are appropriate.

7.10. Item 3 on the Agenda

The problem reported by Mr. [REDACTED] was that the Training Officers and Training Liaison Officers within the DD/A components apparently are not being asked to prepare or to comment on the training requirements which are built into proposed job standards, assembled and prepared by the Office of Personnel. The offices and staffs are commenting upon every other part of these proposed job specifications but it is not evident that the training requirements have been reviewed. In addition, the training requirements information apparently is added to the job specifications after they have left the office or staff and are sent to the Office of Training. It would appear that we are missing a good bet in not asking the Training Liaison Officer to develop and propose the specific requirements for the positions within their domain. The Training Liaison Officers could do this by direct contact with the personnel involved with these activities in the office concerned. I, therefore, recommended that Mr. [REDACTED] make the necessary procedural arrangements with the Classification and Wage Division of the Office of Personnel. This may involve actually requesting the Training Officer to sign off on proposed job standards prior to their submission to the Office of Training. In turn, this will give OTR better information on which to base their proposals for the training requirements to be incorporated in the job requirements.

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8.1. Item 4 on the Agenda

25X1A9a Mr. [REDACTED] spoke at some length about security problems involved in training. It could be summarized as follows:

- a. Security is an important consideration in scheduling and taking external training (that is just about what he said).
- b. Personnel going into external training should be briefed as to security requirements (this appears to be adequately covered already).
- c. Both the Office of Training and the Security Office want plenty of advance notice about people entering training.

9.1. Item 5 on the Agenda

It was reported that very soon the offices will be requested to submit their estimated training requirements for 1956 and their forecast for 1957. To help in preparing these estimates the Office of Training will submit a chart on the language training, a chart on language and area training, and a chart on other external training. They wish the reports to be based on the catalogue (page number if possible). The Office of Training is advertising two new features. One is an eighty-hour course on a given area. The second, which they call "Americans Abroad," is a twenty-hour course which provides familiarization with an area, adequate for a traveler and primarily, for adjustment to the area.

10.1. Tentatively, the next meeting was scheduled for 23 February 1955.

11.1. At the last meeting of the DD/I Training Liaison Officers, they requested the Office of Training to arrange for the undersigned to present to them information concerning the type of individual career development planning which has been adopted within the DD/A organization. I have agreed to do this on 15 February 1955, their next meeting. I understand that other personnel from the Office of Training have evidenced some interest in this and will attend, particularly representatives of the Management Training Division.

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